

THE EFFECTS OF LOGICAL THINKING AND GRAMMAR MASTERY TOWARDS STUDENT'S LISTENING SKILL AT PRIVATE SENIOR HIGH SCHOOL IN SOUTH TANGERANG

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ABSTRACT

The purpose of this research is to get empirical data and analyze the effects of Logical Thinking and Grammar Mastery towards student's Listening skill at Private Senior High School in South Tangerang., The research is done by Kolmogorov-Smirnov method, ANOVA Table, Proportional Correct for testing the item difficulties, by biserial coefficient, and by Kuder Richarsson testing. The research was held at Private Senior High School in Ciputat, Tang-Sel. Data collective is taken by giving test for listening skill (yes/no or true false / 37 items), test for grammar mastery (multiplechoice/ 20 items), and test for logical thinking (multiplechoice/20 items) given to class at SMA Waskito and SMA 1926, SMA Taruna Mandiri, Ciputat, Tangerang Selatan. The result of study identifies the effect of Logical Thinking and Grammar Mastery towards Student's Listening skill (coefficient of 0.745 and coefficient determination of 55.4%). The effect of logical thinking towards student's listening skill (Sig - 0.031 and t,csi = 2,183; while liable - 1.98. The effect of Grammar mastery towards student's listening skill (Sig = 0.000 and tlcsl - 4.757 while tlabk. - 1.98.).

Key Wods : Listening Skill. Logical Thinking. Grammar Mastery

INTRODUCTION

Language is a means of communication used by people to express, their ideas and experiences both in spoken and written forms. They use it to communicate for various purposes in their life. It is impossible to communicate with others without language. Nowadays in what we call computer era or information era, English language is the most widely used in world society, it has become the ideal language for expressing our feeling and opinion. It is an international language, which is used formally and informally in almost every country in the world, not including Indonesia which needs English to communicate or interact to other nations. Realizing the importance of English as means of communication, the government has decided that English is used as the first foreign language which becomes compulsory subjects at formal school.

English is dynamic language, its speakers are spread out to all over the world covering one fourth area of the world. It is the second language which is spoken by millions even billions

people in the world, so English is called "Lingua franca", It is not only as international language but it becomes national language for some countries like United State of America, Canada, Australia, New Zealand, Singapore. Since the language is spoken and used in different part of the world, then appears new English Language variation such as American English, British English, Australian English, Singaporean English, black English and so forth so forth.

English language has important role in developing intellectual, social and emosional competence of students, and it can support them to learn other lessons. It also has important role to unite nations and people in the world and as device of international communication in any aspects of life such as social, economy, politic, and a means for absorbing and developing science and technology which is still dominated by western nations. Nowadays we can see almost all of kknowledge and scientific books are written in English. Since people from every country speak with their own different languages, and it is imposible for people to speak and understand all the languages in the world, we need one universal language to make easier to communicate and relate with them. In this case English language is the one which is internationally accepted as formal and informal language for various needs.

For Indonesian community English is considered the key of someone success in their life. It becomes prerequisite to be successful man, successful! businessman, successful politician, successful educator and so forth. So people are trying hard to learn and stud}' the language from early age. Many parents think that studying English at formal schools is not enough, so they need to get additional lesson from outside, they find English courses, even go overseas only to study and learn English.

The main objective of learning English is that we have to try to develop and achieve the communicative competence, then use the competence to communicate with others. We have to be able to master the four skills of language, listening, speaking, reading and writing and also the component of English such as grammar, vocabulary, pronunciation, and spelling.

In mastering the four skills of language well ones have to realize that learning English is not just instant, they needs longtime, they need to learn a lot, concentrate and focus on every skill of the language. They need to try and practice regularly by reading english text, writing in English, listening English sounds such English music, English news program, story telling and other listening material, and practicing speaking English both inside the class room and outside the

classroom such as having conversation clubs, joining English speech contest, participating in English debate, etc.

Besides mastering the four skills of the language, ones have to learn the components of language especially grammar. It is the fundamental aspect which organizes principle of language, so those who want to master English, they have to learn many grammatical aspect because having English grammatical ability means having the most extraordinary creative ability . Learning English grammar provides a basis for learning language such as: tenses, subject verb agreement, proper used conjunction, parallel structure, kind of sentence and sentence patterns. By mastering grammar competence leaners will be easy to learn the four skill of language, writing, reading, speaking and listening.

Language skills are also closely related to the ability of thinking, and learning languages often reflects thoughts, so in order to achieve their learning goal easily, students have to be encouraged to use their logic, and get accustomed to thinking logically, critically and systematically, they have to use their logical thinking to communicate and use the language

Among the four skills of language, listening skill is considered the most difficult one. Many students have problem with their listening skill, they think that listening is a specter and frightening. According to empirical experiences I got as examiner at schools and English Istitutions , majarity of students taking English exam fail on their listening item, it makes them careless and even underestimate it, consequently their listening score is always poor. Therefore students should be encouraged to raise their interest of listening skill, by studying and practising more the four language skills, and its components. Especially in achieveing the listening skill, they have to master the grammar and think analytically, systematically and conceptually by using their logic known as logical thinkning.

It can be concluded that in order to be able to master the listening skill well, ones have to master the other language skills such as speaking, writing, reading and the language components such as grammar and vocabulary. In answering the listening texts, they have to use their logic or think logically, and they have to be encouraged to increase their motivation and interest by becoming accostomed to have reading habit, by reading English books, English magazines and other reading texts, have English writing habit, by writing English letters, English composition, and other English messeges, have English speaking habit, by practicing English everyday.

Based on the explanation above, the researcher would like to find out whether there are effects of logical thinking and grammar mastery towards listening skill at Private High School in South Tangerang.

Listening skill

Listening is one of language skill that has to be mastered by English learners. It is necessary to understand the definition of listening. According to www.skillsyouneed.com/ips/listening-skills.html. "Listening is the ability to accurately receive and interpret messages in communication process. It is key to all effective communication, without the ability to listen effectively then the messages are easily misunderstood, communication breaks down and the sender of the message can easily become frustrated or irritated.

Meanwhile, according to Wilson (2008: II) listening involves the decoding messages, it takes place over time. It is based on spontaneous performance; an invisible thing that usually disappears from the memory within second, because the listening takes place over time, it makes the listener imagine them into being. Listening is considered as a difficult skill because of the characteristics of the message, the delivery, the listener, and the environment. That's why in the process of teaching we need to activate the listener's prior knowledge by some techniques to improve listening skill.

Skill, etymologically, is ability to do something expertly and well particularly kind of learning a foreign language (Hornby. 1987:805). It meant that if we are able to do something expertly and well especially in learning of foreign language so we have to have the skill. In line with that (Robbins, 2000:46-48) claimed that there are two ability/ skill: Intellectual Ability, to do mental activity and Physical Ability, activity that needs strength and physical character. The skill that we have must be practiced all the time.

Semiawan classified the skill into observing, calculating, measuring, classifying, correlating, researching, interpreting, interfering, predicting, applying and communicating. Related to studying, skill is needed, so one can have skill based on their ability about something.

Listening Skill is a technique used for understanding what is being said by taking into account how something is said and non verbal sign and body language that accompanies it. The technique requires practice as listening is very difficult. A person who controls his mind and practices attentive listening will be successful in life and his career

Logical Thinking

Logical thinking is a way of thinking in critical and analytical way to draw a conclusion based on what they have heard or read in listening, inductively or deductively. Conceptually, logical thinking is thinking process critically and analytically made by learners to a certain topic to draw a conclusion based on a certain proportion inductively or deductively.

Based on www.ask.com/work-view/logical, logical thinking is thinking which is based on proven knowledge and information that is accurate and certain. Logical thinking is a basis of modern technology, and it is used commonly referred to as left brained thinking, it perceives time and the foundation for verbalization skills and analytical thinking. Logical thinking is also the process in which one uses reasoning consistently to come to a conclusion. Problem or situation that involves logical thinking call for structure, relationship between the fact and for chains of reasoning that "make sense" all thinking comes into its own when we are working with verifiable and reasonably certain information. This is information we can be sure about because it has been confirmed scientifically. Using scientific information allows us to develop our knowledge by making logical deduction. It is kind of thinking used in playing games of chess and solving puzzles for which there is an answer.

Meanwhile according to J J Wilson (2008:103), Creative thinking and logical thinking are often linked. Effective questioning- one of the prime elements of critical thinking - is a creative activity because it involves the critic bringing their own thoughts to bear on the material with which they are confronted. In this sense, any criticism entails the creativity of personal response. So it can be concluded that logical or Critical thinking is a process that focused and clearly used in mental activities such as problem solving, decision making, persuading, analysing assumptions and scholarly research. It is the ability to argue whether they think it makes sense.

Grammar Mastery

Speaking about grammar mastery, the first thing should be understood is the definitions of mastery. According to Allen (2000:856), mastery is skill or knowledge that makes one master of subject. Meanwhile according to www.collinsdictionary.com, mastery means understanding the subject, outstanding skill or expertise.

In general grammar is a knowledge of learning language. It becomes one of important part that learners need to master when they are studying English. As stated by Scoot Thornbury (2007:1) "Grammar is partly the study of what forms (or structure) are possible in language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of rules that govern how language sentences are formed.

Based on the above descriptions it can be taken a conclusion that grammar mastery is an ability to understand and use the grammar rules to construct or form utterances and sentences, using two principles of grammar, the arrangement of items (syntax) and the structure of items (morphology).

METHODOLOGY

The research is focused on the effects of logical thinking and Grammar mastery towards students' achievement in listening skill. There are two independence variables, (X1) and (X2), logical thinking and grammar mastery, which have interconnected and influenced the dependence variable (Y), students' listening skill.

The population taken in this research consists of 250 students on the eleventh grade of three schools, namely SMS Tanma Mandiri, SMA Waskita dan SMA 1929, by using survey method. According to Sevilla and friends (1993:76) this method pointed out on the determination about variable not about individual information. Application of this method performs through tested instrument to the students by using multiple choice test for the grammar mastery, logical thinking and listening comprehension test.

FINDING

To understand the distribution of the data which was obtained from the research result, then descriptive analysis was compared. Descriptive data analysis was done to find out the range of the data, the overage, the median, mode and the standard deviation. The following is the statistic description from the calculation and testing through computer by SPSS application program, within the analysis and interpretation.

Table 4.1. The Data Description Result Statistics

	Logical Thinking	Grammar Mastery	Listening Skill
N	30	30	30
Valid	30	30	30
Missing	0	0	0
Mean	76.50	78.00	82.33
Median	75.00	80.00	85.00
Mode	75	80 ^a	85
Std. Deviation	7.210	5.813	46.661
Skewness	-1.677	-.401	-1.424
Std. Error of Skewness	.427	.427	.427
Kurtosis	5.272	.776	3.173
Std. Error of Kurtosis	.833	.833	.833
Range	35	20	30
Minimum	50	65	60
Maximum	85	85	90

The Data Analysis of Logical Thinking Variable (X1)

The score of Logical Thinking is acquired from the respondents average are 70.00 within standart deviation of 7.210; median of 75,00; minimum score of 50,00 and maximum score of 85,00. There are 20 questions brought up as the instrument for logical thinking test. Based on the above data, the average score is in good/high category. From 30 respondents only 2 students who get score under 60 (1,7%). The score for standart deviation is 7.210 or quite the same as 13,88% from the average, it shows that the answers diffrentiation between respondents are in the middle level. It also shows that logical thinking of the respondents are quite various . From the description, we can see that between the average score and median is almost the same, they are 70.00 and 76,50. It can be seen that the data score of logical thinking from this research is quite representative. The upper score of the average are more than the lower score of the average it shows that the students who have high logical thinking are more than the students who have low logical thinking.

Data Analysis of Grammar Mastery (X2)

The score of grammar mastery that is acquired from the respondents average are 78.00 within standart deviation of 5.813; median of 80,00; minimum score of 65,00 and maximum score of 85,00. There are 20 questions brought up as the instrument for grammar mastery test.

Based on the above data, the average score is in good/high category. From 30 respondents only 2 students who get score under 60 (4,2%). The score for standart deviation is 5.813 or quite the same as 14,49% it shows that the answers diffrentiation between respondents are in the low level. It also shows that grammar mastery of the respondents are not quite various.

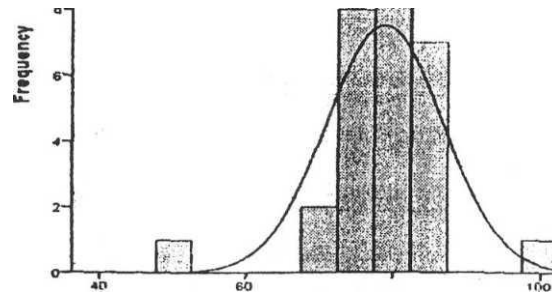
From the description, we can see that between the average score and median is almost the same, they are 78.00 and 80,00. It can be seen that the data score of listening skill from this research is quite representative. The upper score of the average are more than the lower score of the average it shows that the students who have high listening score are more than the students who have low listening score.

Data Analysis of Listening Skill (Y)

The score of Listening skill that is acquired from the respondents average are 82.33 within standart deviation of 4.661; median of 85,00; minimum score of 60,00 and maximum score of 90,00. Based on the above data, the average score is in good/high category. The standart deviation is 4.661 or quite the same as 8,41% from the average , it shows that the answers diffrentiation between respondents are in the low level. It also shows that listening skill of the respondents are not quite various. From the description, we can see that between the average score and median is almost the same, they are 82.60 and 80,00. It can be seen that the data score of listening skill from this research is quite representative. The upper score of the average are more than the lower score of the average it shows that the students who have high logical thinking are more than the students who have low listening skill.

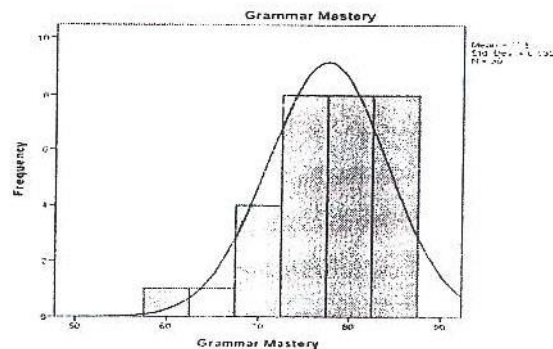
Next, to get to know it clearly we can descibe the data range of the sudents logical thinking. Grammar mastery, and listening skill variable through the following tables. Based on the table, it can be seen the description about the high and low of logical thinking frequency.

Table 4.2. Histogram and Polygon of Logical Thinking



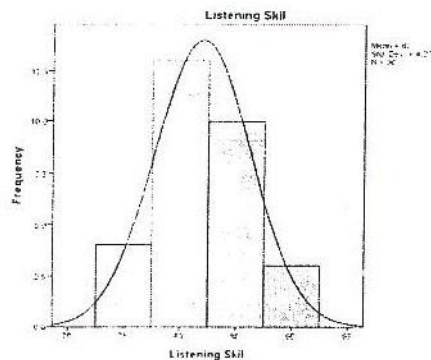
From the distribution table, histogram and polygon frequency we can draw a conclusion that the data score of logical thinking in this research has a normal distribution.

Diagram 4.3. The Histogram and Polygon Data of Grammar Mastery



From the distribution table, histogram and polygon frequency we can draw a conclusion that the data score of grammar mastery in this research has a nonnormal distribution.

Diagram 4.4. The Histogram and Polygon Data of Student's Listening Skill



From the distribution table, histogram and polygon frequency we can draw a conclusion that the data score of listening skill in this research has a nonnormal distribution.

Test of Hypothesis:

Descriptive Statistic

Analysis of the data description is done to understand the data distribution that is acquired from the research. Besides that each variable will be tabulated and analysed the center measurement and the mean, mode, and median and the deviation such as the range, variance, standard deviation, the skewness, and kurtosis.

Normality Test, The normality test is aimed to know whether the data collection result are normal or not. This is affected to the next process of the statistic analysis, continued by using the parametric statistic, while if the data are not normal distributed, then the analysis is done by analysis of non parametric statistic. Normality test in this research is done by Kolmogorov Smirnov analysis in application computer program for statistic, SPSS 15.0. The result for calculation and testing by SPSS 15.0 are shown by the table Tests of Normality in column Sig for the testing technique Kolmogorov Smirnov. The criteria of the normality is if the score of sig $KS > 0,05$ so that the data will be stated as a normal distribution.

Linearity Test, is intended to determine the form of regression equation. Linearity test is done by comparing the sig value calculated by $\alpha = 0.05$. If $\text{sig} > 0.05$, then the linear regression equation. If $\text{sig} < 0.05$, the non linear regression equation. The calculation is done by computer through application program of SPSS 15.00. Based on that, the criteria of linearity data is "if $\text{Sig} > 0.05$ so H_0 is accepted", means that the regression line is linear. The score of Sig is the number that exists in Sig in line of Deviation from Linearity inside Test of Hypothesis (Analysis of Inferential), All of the hypothesis test is fulfilled and known that the data is proper to be tabulated and to be tested by using the hypothesis that has been proposed. The hypothesis is analyzed by using the partial correlation technique and double correlation, and also a simple linear regression and double linear regression, in practical, it used for the calculation and testing the correlation and regression partially or double by SPSS 15.0. program. The criteria of the program are:

The Effect of Logical Thinking and Grammar Mastery towards Student's Listening Skill

This hypothesis effect is: $H_0: \rho = 0$; $pS = 0$; and $H_1: \rho \neq 0$; 10 ; means: H_0 : there is no significant effect between logical thinking (X_i) and grammar mastery (X_1) towards student's

listening skill (Y). H_1 : there is significant effect between logical thinking (X_1) and grammar mastery (X_2) towards student's listening skill (Y)

From table 4.5. we can see that the effect of double coefficient correlation of independent variable logical thinking (X_1) and grammar mastery (X_2) toward student's listening skill (Y) is 0,745.

The calculation of significant coefficient correlation test can be seen in table 4.5. From the calculation, acquired that coefficient correlation is significant, in other word that there is a significant effect of independent variable of logical thinking (X_1) and grammar mastery (X_2) towards student's listening skill (Y).

While the coefficient determination is 0,554 show that the quantity of the effect of logical thinking and grammar mastery towards student's listening skill is 55.4%. and residue is (44,6%) because of another factor. At the meantime, for the hypothesis test through the regression analysis acquired the calculation result that can be seen in table 4.6. and table 4.7. From Table 4.7. acquired the equation of regression line that represent the effect of X_1 and X_2 toward variable Y. that is $V = 47,94 + 0,57 X_1 + 0,335 X_2$. The significant test for the regression line is by paying attention to the result on table 4.6. Based on the rule, the criteria for significant regression is "if $Sig < 0.05$ so H_0 denied "or" it means that the coefficient regression is significant, in other word there is a significant effect of dependent variable X_1 and X_2 toward independent variable Y. The score of Sig is the number printed in Sig column in Table 4.6. The score of F_{test} is the number printed in F column in Table 4.6.. While F is the score of distribution table F for real standard is 5% with the numerator degree (k) and denominator degree ($n - k - 1$) 17 while n is the respondents, and k is the quantity of dependent variable.

From table 4.6. it can be seen that the score of $Sig = 0.000$ dan $F_{test} = 72.782$; while $F_{table} = 3,08$. Because the score of $Sig < 0.05$ and $F_{test} > F_{table}$ so H_0 is denied means that the coefficient regression is significant. In other word, there is a significant effect of independent variable of vocabulary mastery (X_1) and logical thinking (X_2) towards student's listening skill (Y). From the test result of correlation and regression we can draw a conclusion that there is a significant effect of independent variable of vocabulary mastery (X_1) and logical thinking (X_2) towards student's listening skill (Y).

The Effect of Logical Thinking (X_1) towards Student's Listening Skill (Y) This hypothesis effect is : $H_0 : \rho_{YX_1} = 0$; and $H_1 : \rho_{YX_1} \neq 0$; means : H_0 : there is no significant effect of logical

thinking towards student's listening skill, and H_i : there is significant effect of logical thinking towards student's listening skill

To prove the hypothesis is by paying attention to the score of column t or column Sig for line logical thinking (Variable X_i). Based on the rule, the criteria for significant regression is "if $Sig < 0.05$ so H_o denied" or "if $F_{test} > F_{table}$ so H_o denied", it means that the coefficient regression is significant, of independent variable X_1 toward dependent variable Y. The score of Sig is the number printed in column Sig for Logical thinking (Variable X_i) in Table 4.7.. The score of t_{test} is the numbers shown in column t for logical thinking line (Variable X_i) in table 4.7. While the score for t_{table} is the score of distribution t for the standard real 5% with the degree of freedom ($df = n-2$) = 118 while n is the quantity of respondents. From Table 4.7. it can be seen that the score of $Sig = 0.031$ and $t_{test} = 2,183$; while $t_{table} = 1,98$. Because the score of $Sig < 0,05$ and $t_{test} > t_{table}$ so H_o is denied that means there is a significant effect of independent variable X_i (logical thinking) towards dependent variable Y (listening skill).

From the result of correlation test, regression test or by seeing the line model, we may conclude that there is a significant effect of independent variable X_i (logical thinking) towards dependent variable Y (listening skill).

The Effect of Grammar Mastery (X_j) towards student's Listening Skill (Y)

This hypothesis effect is: $H_o: \beta_{y_i} = 0$, and $H_i: \beta_{y_i} \neq 0$; means: H_o : there is no significant effect of grammar mastery towards student's listening skill, and H_i : there is a significant effect of grammar mastery towards student's listening skill

To prove the hypothesis is by paying attention to the score of column t or column Sig for line grammar mastery (Variable X_1) in Table 4.7. Based on the rule, the criteria for significant regression is "if $Sig < 0.05$ so H_o denied" or "if $F_{test} > F_{table}$ so H_o denied", it means that the coefficient regression is significant, of independent variable X_1 toward dependent variable Y. While the score for is the score of distribution t for the standard real 5% with the degree of freedom ($df = n - 2$) = 118 while n is the quantity of respondents. From Table 4.7. it can be seen that the score of $Sig = 0.000$ and $t_{test} = 4,757$; while $T_{table} = 1.98$. Because the score of $Sig < 0,05$ and $> t_{table}$ so H_o is denied that means there is a significant effect of independent variable X_i (logical thinking) towards dependent variable Y (listening skill).

From the result of correlation test, regression test or by seeing the line model, we may conclude that there is a significant effect of independent variable X_1 (logical thinking) towards dependent variable Y (listening skill).

The Effect of Logical Thinking and Grammar Mastery towards student's Listening skill.

From the descriptive analysis after the correlation analysis has been done acquired coefficient of 0,745 and coefficient determination of 55,4%, after the testing by using SPSS program proved that the coefficient correlation is significant. It means that there is effect of dependent variable X_1 (logical thinking) and X_2 (grammar mastery) toward dependent variable Y (listening skill).

And from the regression analysis acquired the equation of regression line $Y = 47.94 + 0,157 X_1 + 0,335 X_2$. The constant score = 47,94 showed that with a low of grammar mastery and logical thinking make students difficult to improve a good listening skill, while the score of coefficient regression of 0,157 and 0,335 showed that there is a positive effect of independent variable X_1 (logical thinking) and X_2 (grammar mastery) toward dependent variable Y (listening skill). Every increase of one score of grammar mastery will make another increase in listening skill of 0,157; and every increase of one score of logical thinking will make another increase in listening skill of 0,335.

After the test of regression line linearity by using SPSS program acquired that the: regression line is linear. From the significant test of coefficient regression that is also used the SPSS program acquired that the coefficient regression is significant, means that it is true that there is a positive effect of independent variable X_1 (logical thinking) and X_2 (grammar mastery) toward dependent variable Y (listening skill). With a higher grammar mastery and logical thinking, will also make the students have a higher listening skill. From the quantitative information and theory, the researcher draw a conclusion that grammar mastery and logical thinking have a significant effect towards listening skill.

The effect of Logical Thinking towards student's Listening Skill

From the hypothesis test acquired the score of $Sig = 0.031$ and $T_{test} = 2,183$ while $T_{tabel} = 1,98$. Because the score of $Sig < 0,05$ and $t_{test} > t_{table}$ so H_0 is denied it means that there is a significant effect of independent variable X_1 (logical thinking) towards dependent variable Y

(listening skill). From the quantitative information and theory, the researcher draw a conclusion that logical thinking has a significant effect towards student's listening skill.

The Effect of Grammar Mastery towards Student's Listening skill.

From the hypothesis test acquired the score of $Sig = 0.000$ and $t_{test} = 4,757$ while $t_{tabel} 1.98$. Because the score of $Sig < 0.05$ and $t_{table} >$ so H_0 is denied it means that there is a significant effect of independent variable X_1 (grammar mastery) towards dependent variable Y (listening skill). From the quantitative information and theory, the researcher draw a conclusion that grammar mastery has a significant effect towards listening skill.

CONCLUSION

Logical Thinking gives significant effect towards student's listening skill. This effect significant to the score of acquired 0,476. The score is lower than 0,05 that show whether score is significant or not. Based on that, we may conclude that the better logical thinking the better listening skill. Grammar Mastery gives significant effect towards student's listening skill. This significant effect to the score of acquired 0,426 lower than 0,05. Based on that, it can be concluded that the better grammar mastery the better listening skill. There are positive and significant effect of logical thinking and grammar mastery towards student's listening skill it shows that the score of coefficient correlation of 0,745 with the contribution of 55.4% toward listening skill. Based on this we may conclude that there are positive and significant effect of logical thinking and grammar mastery toward listening skill.

SUGGESTION

Students should be suggested that to have good listening score they have to increase their grammar mastery and use their logic or think logically to answer listening questions. They should also have more experiences either in class or outside class, and develop the ability of description and application.

Teachers should have enthusiastic spirit to bring the students being more active in learning theoretically and practically to increase the logical thinking and the grammar mastery of the students in order to improve student's listening skill, teach the language as a whole it is related to practical use of language, be aware that learning the language is not only learning the form of

language but also the function that relates to "meaning" as well, let the students be able to use what they have learned and support them in practical use of language.

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